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ABSTRACT

Numerous tables and graphs present data on pupil participation, expenditures, achievement, staffing, and parent advisory councils in Title I financed programs in Georgia. Summaries of data presented for each of these areas indicate the following: (1) Title I in Georgia maintained its basic skills program emphasis with preschool, reading, mathematics, food service, and transportation activities accounting for the major participation in Title I; (2) reading activities accounted for 55.9 percent, mathematics activities 22.5 percent, and preschool activities for 19.9 percent of the total expenditures; (3) preschool activities accounted for the highest per participant expenditures; (4) 57 percent of the participants in preschool activities met or exceeded program objectives; (5) over 60 percent of the participants in reading and mathematics activities met or exceeded the objectives; and (6) in-service training for Title I personnel and parental involvement were important factors in determining the quality of Title I programs. Suggestions are made in the areas of basic skills development, goal expectations, standardized evaluation efforts, and increased technical assistance. (EB)

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Title I In Georgia

Annual Evaluation Report 1975-76

State of Georgia for Projects Supported by Title I, ESEA Funds
Prepared by Sarah H. Moore and Linda F. Jordan

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Office of Planning and Development
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Charles McDaniel, State Superintendent of Schools
1978

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Introduction

In Georgia Title I has changed directions several times during its existence in the state. The most recent shift has been a change from a wide variety of activities and services to a major emphasis on basic skill development. An example of this shift was the move from 49 different activities in 1965 to the three basic instructional activities and two major services provided in 1976. These activity/service areas were preschool, reading, mathematics, food and transportation. At the local level major expenditures and use of personnel and other resources were concentrated in these well-defined areas.

A second directional change involved programs of prevention and remediation for elementary children. This emphasis reduced the number of activities and services offered secondary students. The reason for this shift was the strong belief that greater benefits are realized in the younger child.

In FY 1976 as in FY 1975, the Georgia Department of Education continued to request objective achievement data from local systems. Prior to that time, subjective achievement data was the method of reporting used by most of the systems. Their perceptions of the degree of success of their programs was still reported in FY 1975 and FY 1976. Along with this perception, systems reported the type of standardized achievement test used for evaluation, the number of students who were pre and posttested that met or exceeded the objective and the gain expected and achieved.

With the move toward more objective achievement data being required, the need for the Georgia Department of Education to provide additional technical assistance greatly increased. Some systems needed more service due to their lack of staff expertise in evaluation methods at the local level. Workshops were conducted in the state to try to assist in this area. Unfortunately, a limited amount of technical assistance was provided due to the staff size at the state level.

This evaluation report examined the changes discussed above. A review of the report indicated that Title I financed programs in Georgia are having a positive effect on the education of Title I Children in Georgia.

FY 1976 BASIC STATISTICS

SCHOOL SYSTEM PARTICIPATION	
Systems in Georgia	188
Participating systems	188
NUMBER OF SYSTEMS BY LOCATION	
Rural	151
Urban	21
Suburban	16
TOTAL	188
NUMBER OF SYSTEMS BY SOURCE OF INCOME	
Industry	90
Agriculture	78
Services	20
TOTAL	188
PROJECTS APPROVED	
Regular session	214
Summer session	30
TOTAL	244
SCHOOL AGE RESIDENT CHILDREN	
Residing in applicants' districts	1,153,088
Residing in other districts	9,193
Dropouts	27,453
TOTAL	1,189,734
STUDENT PARTICIPATION (UNDUPLICATED)	
Public school participants	127,212
Non-public school participants	912
TOTAL	128,124
STUDENT PARTICIPATION (DUPLICATED)	
Regular term participants	121,632
Summer term participants	12,953
TOTAL	134,585
STUDENT PARTICIPATION BY RACE (DUPLICATED)	
Black	79,586
White	54,622
Other	377
TOTAL	134,585
EXPENDITURE OF FUNDS	
Allocated for use in FY 76 and expended	$35,436,429
Part A carryover from FY 75	15,557,929
Part C carryover from FY 75	484,859
TOTAL EXPENDITURES	$51,492,217
ACTIVITY SCHEDULING PATTERNS	
Systems with Regular Session Activities Only	161
Systems with Summer Session Activities Only	0
Systems with both Regular and Summer Session Activities	27
TOTAL	188

PUPIL PARTICIPATION

Although in past years Title I programs included many activities, concentrated efforts and resources in the last two years, 1974-75 and 1975-1976, emphasized basic skill areas. The instructional activities of preschool, reading, and mathematics and supportive services of food and transportation continued to be the emphasized areas, even though occasional activities and services in other areas were offered by a few school systems. This concentration of effort was recognized as a way to realize greater gain per Title I dollar spent. The following chart illustrates this changing pattern over the last several years.

	1973	1974	1975	1976
Number of Instructional Activities	18	7	3	3
Number of Supportive Services	8	6	2	2

The following tables and graphs illustrate patterns of Title I participation in Georgia.

Table 1	Pupil Participation (Public School) by Activity/Service
Table 2	Pupil Participation (Private School) by Activity/Service
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Graph 12	Comparison of School System Size with Percent of Total Schools in System that Participate in Title I
Graph 13	Title I Systems within ADA Ranges

TABLE 1
Pupil Participation (Public)
by Activity/Service

POINTS OF INTEREST

The highest percentage of public school participants in regular and summer sessions was reported in reading with 53.6 percent.

Supportive services accounted for approximately 12 percent of the total public school participation. Of the individual services, participation was highest in transportation. In contrast to instructional activities, participation in supportive services was higher in summer than regular session.

ACTIVITY	REGULAR			SUMMER			TOTAL	
	Number of Regular Session Participants	Percent of Total Regular Session Participants	Percent of Total Regular Plus Summer Session Participants	Number of Summer Session Participants	Percent of Total Summer Session Participants	Percent of Total Regular Plus Summer Participants	TOTAL, Participants Regular and Summer	Percent of Total Regular Plus Summer Participants
Preschool	14,121	8.877	7.294	1,083	3.136	.559	15,204	7.853
Reading	92,256	58.000	47.656	11,492	33.286	5.936	103,748	53.593
Mathematics	43,278	27.208	22.351	7,104	20.576	3.669	50,382	26.025
Other	260	.163	.134	88	.254	.045	348	.179
Total (Activities)	149,915	94.250	77.441	19,767	57.255	10.211	169,682	87.652
SERVICE								
Food	2,799	1.759	1.445	5,400	15.641	2.789	8,199	4.235
Transportation	6,228	3.915	3.217	7,395	21.419	3.820	13,623	7.037
Other	118	.074	.060	1,962	5.683	1.013	2,080	1.074
Total (Services)	9,145	5.749	4.724	14,757	42.744	7.623	23,902	12.347
TOTAL ALL ACTIVITIES AND SERVICES	159,060	100.	82.165	34,524	100.	17.834	193,584	100.

TABLE 2
Participation (Private)
by Activity/Service

POINTS OF INTEREST

During regular session, the greatest participation in private school was in reading, with 60 percent of the total participants. Four percent of the participants were involved in a variety of programs listed under other, which was not offered to Title I participants in FY 1975.

In supportive services, food services indicated the greatest participation during summer session. This contrasted to FY 1975 report which showed transportation as having highest participation. Total Private school participation increased by 92 percent over 1975.

ACTIVITY	REGULAR			SUMMER			TOTAL	
	Number of Regular Session Participants	Percent of Total Regular Session Participants	Percent of Total Regular Plus Summer Session Participants	Number of Summer Session Participants	Percent of Total Summer Session Participants	Percent of Total Regular Plus Summer Participants	TOTAL, Participants Regular and Summer	Percent of Total Regular Plus Summer Participants
Preschool	0	0	0	0	0	0	0	0
Reading	965	59.9	41.63	229	32.39	9.879	1,194	51.509
Mathematics	578	35.878	24.935	128	18.104	5.522	706	30.457
Other	68	4.220	3.455	0	0	0	68	3.455
Total (Activities)	1,611	100.	69.499	357	50.495	15.401	1,968	85.421
SERVICE								
Food	0	0	0	132	18.670	5.694	132	5.694
Transportation	0	0	0	109	15.417	4.702	109	4.702
Other	0	0	0	109	15.417	4.702	109	4.702
Total (Services)	0	0	0	350	49.505	15.099	350	15.099
TOTAL ALL ACTIVITIES AND SERVICES	1,611	100.	69.499	707	100.	30.50	2,318	100.

TABLE 3
Pupil Participation (Public and Private)
by Activity/Service

POINTS OF INTEREST
Instructional activities accounted for 94 percent of regular session participation and 57 percent of summer session participation.

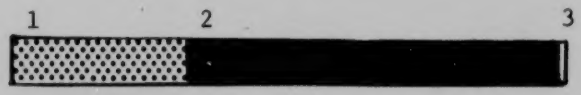
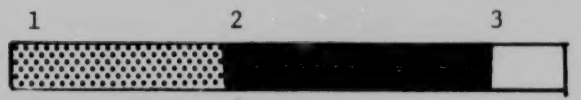
Supportive services accounted for 12 percent of the total participation.

ACTIVITY	REGULAR			SUMMER			TOTAL	
	Number of Regular Session Participants	Percent of Total Regular Session Participants	Percent of Total Regular Plus Summer Session Participants	Number of Summer Session Participants	Percent of Total Summer Session Participants	Percent of Total Regular Session Participants	TOTAL, Participants Regular and Summer	Percent of Total Regular Plus Summer Participants
Preschool	14,121	8.788	7.208	1,083	3.073	0.552	15,204	7.761
Reading	93,221	58.019	47.585	11,721	33.268	5.983	104,942	53.568
Mathematics	43,856	27.295	22.396	7,232	20.527	3.691	51,088	26.078
Other	328	0.204	0.167	88	0.249	0.044	416	0.212
Total (Activities)	151,526	94.308	77.347	20,124	57.120	10.272	171,650	87.620
SERVICE								
Food	2,799	1.742	1.428	5,532	15.702	2.823	8,331	4.252
Transportation	6,228	3.876	3.179	7,504	21.299	3.830	13,732	7.009
Other	118	0.073	0.060	2,071	5.878	1.057	2,189	1.117
Total (Services)	9,145	5.691	4.668	15,107	42.879	7.711	24,252	12.379
TOTAL ALL ACTIVITIES AND SERVICES	160,671	100.000	82.016	35,231	100.000	17.983	195,902	100.000

NOTE: In some cases, totals shown as 100 percent do not add up to 100 percent if the separate percentages that make up the total are added. This is because the fourth decimal place in the sub-total figures is rounded off.

NOTE: Totals reflect a duplicated count of participants; that is, students were counted once for each activity or service in which they participated. Therefore, the totals here are greater than the unduplicated totals shown in Tables 4-7.

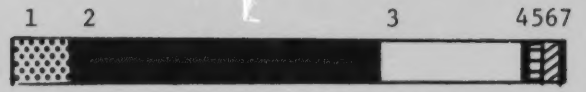
The following graphs represent patterns of participation.

			PERCENT
Graph 1 Participation by Session, All Activities, Services		(1) Regular Session	82.0
		(2) Summer Session	18.0
Graph 2 Regular Session Participation by Activity		(1) Reading	61.5
		(2) Mathematics	29.0
		(3) Preschool	9.3
		(4) Other instructional activities	.2
Graph 3 Summer Session Participation by Activity		(1) Reading	58.2
		(2) Mathematics	36.0
		(3) Preschool	5.4
		(4) Other instructional activities	.4
Graph 4 Combined Sessions Participation by Activity		(1) Reading	61.1
		(2) Mathematics	29.8
		(3) Preschool	8.9
		(4) Other instructional activities	.2
Graph 5 Regular Session Participation by Service		(1) Food	30.6
		(2) Transportation	68.1
		(3) Other supportive services	1.3
Graph 6 Summer Session Participation by Service		(1) Food	36.6
		(2) Transportation	49.7
		(3) Other supportive services	13.7

Graph 7
Combined Sessions
Participation by
Service

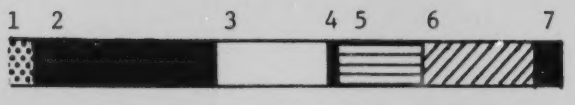
(1) Food	34.4
(2) Transportation	56.6
(3) Other supportive services	9.0

Graph 8
Regular Session
Participation by
Activity/Service



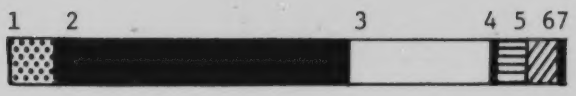
(1) Preschool	8.8
(2) Reading	58.0
(3) Mathematics	27.3
(4) Other instructional activities	.2
(5) Food	1.7
(6) Transportation	3.9
(7) Other supportive services	.1

Graph 9
Summer Session
Participation by
Activity/Service



(1) Preschool	3.1
(2) Reading	33.3
(3) Mathematics	20.5
(4) Other instructional activities	.2
(5) Food	15.7
(6) Transportation	21.3
(7) Other supportive services	5.9

Graph 10
Combined Sessions
Participation by
Activity/Service



(1) Preschool	7.8
(2) Reading	53.6
(3) Mathematics	26.0
(4) Other instructional activities	.2
(5) Food	4.3
(6) Transportation	7.0
(7) Other supportive services	1.1

TABLE 4
Pupil Participation by Grade Level for Public and Private Schools for Regular Session (Unduplicated)

POINTS OF INTEREST

Participation in grades 1-7 accounted for 82.5 percent of the total participation, a decrease from 84.4 percent in FY 1975.

Pre-kindergarten and kindergarten accounted for 11.6 percent of the total participation, an increase from 8.7 in FY 1975.

Grade Level	Number of Participants			Percent of Total Participants by Grade Level
	Public	Private	Total	
Pre-Kindergarten,	1,226	0	1,226	1.0
Kindergarten	12,918	0	12,918	10.6
1	9,611	27	9,638	7.9
2	14,882	228	15,110	12.4
3	15,406	292	15,698	12.9
4	16,028	242	16,270	13.4
5	16,845	215	17,060	14.0
6	14,615	182	14,797	12.2
7	11,642	183	11,825	9.7
8	5,510	53	5,563	4.6
9	1,110	24	1,134	.9
10	227	15	242	.2
11	101	3	104	.1
12	47	0	47	.1
TOTAL	120,168	1,464	121,632	100
Neglected and Delinquent	870		870	

NOTE: Of the total number of participants, 870 were in homes or institutions for neglected and delinquent children and attended public schools. This number was included in grade level distributions.

TABLE 5
Pupil Participation by Grade Level for Public and Private Schools for Summer Session
(Unduplicated)

POINTS OF INTEREST
The percent of pre-kindergarten and kindergarten participation in summer session was 8.5 percent, a decrease from 14.4 percent in summer session, FY 1975.

Compared to 83.1 percent during the summer session in FY 1975, 90.2 percent of the total participation in FY 1976 occurred in grades 1-7.

Grade Level	Number of Participants			Percent of Total Participants by Grade Level
	Public	Private	Total	
Pre-Kindergarten,	100	0	100	.8
Kindergarten	983	0	983	7.6
1	2,070	70	2,140	16.5
2	2,081	49	2,130	16.4
3	2,325	32	2,357	18.2
4	1,835	37	1,872	14.5
5	1,326	23	1,349	10.4
6	1,064	23	1,087	8.4
7	731	13	744	5.8
8	88	7	95	.7
9	51	3	54	.4
10	40	2	42	.3
11	0	0	0	0
12	0	0	0	0
TOTAL	12,694	259	12,953	100.
Neglected and Delinquent	127		127	

TABLE 6
Title I Schools and Participants in Georgia

POINTS OF INTEREST
In Georgia 58 percent of the public schools were Title I schools. Of the total number of children enrolled in public schools, 12 percent participated in Title I activities compared to only 1 percent in private schools.

Type of School	Total Number of Schools	Schools with Participants	Title I as a Percent of Total Schools	Total Enrolled	Title I Participants	Title I as a Percent of Total Enrolled
Public	1,774	1,026	57.8	1,080,578	127,212	11.8
Private	289	18	6.2	71,176	912	1.3
TOTAL	2,063	1,044	50.6	1,151,754	128,124	11.1

NOTE: In order for private school students to participate in Title I, the child must reside within the Title I target attendance area. In order for Title I services to be provided on the premises of a private school, that school must be in compliance with the Civil Rights Act.

The total figure was derived by counting each participant only one time.

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TABLE 7
Title I Schools and Participants in Georgia

POINTS OF INTEREST
In comparing FY 1975 to this year, white participation increased from 37 to 41 percent and black participation decreased from 63 to 59 percent for the combined sessions.

	Regular Session	Percent of Total	Summer Session	Percent of Total	Combined Sessions	Percent of Total
White	51,143	42.047	3,479	26.859	54,622	40.586
Black	70,149	57.673	9,437	72.856	79,586	59.134
Other	340	.280	37	.286	377	.280
TOTAL	121,632	100.000	12,953	100.000	134,585	100.000

NOTE: Regular and summer session participants by race were added together to give the totals found in the combined sessions column. Since some of the same participants were involved in both regular and summer session, the totals were duplicated and do not reflect a true number of participants by race.

TABLE 8
Number and Percent of Title I Participants and Schools According to School System Size

POINTS OF INTEREST

As a rule, Title I participation decreased as school system size increased. School systems with the lower ADA ranges (7,999 or under) accounted for 63.6 percent of the Title I participation.

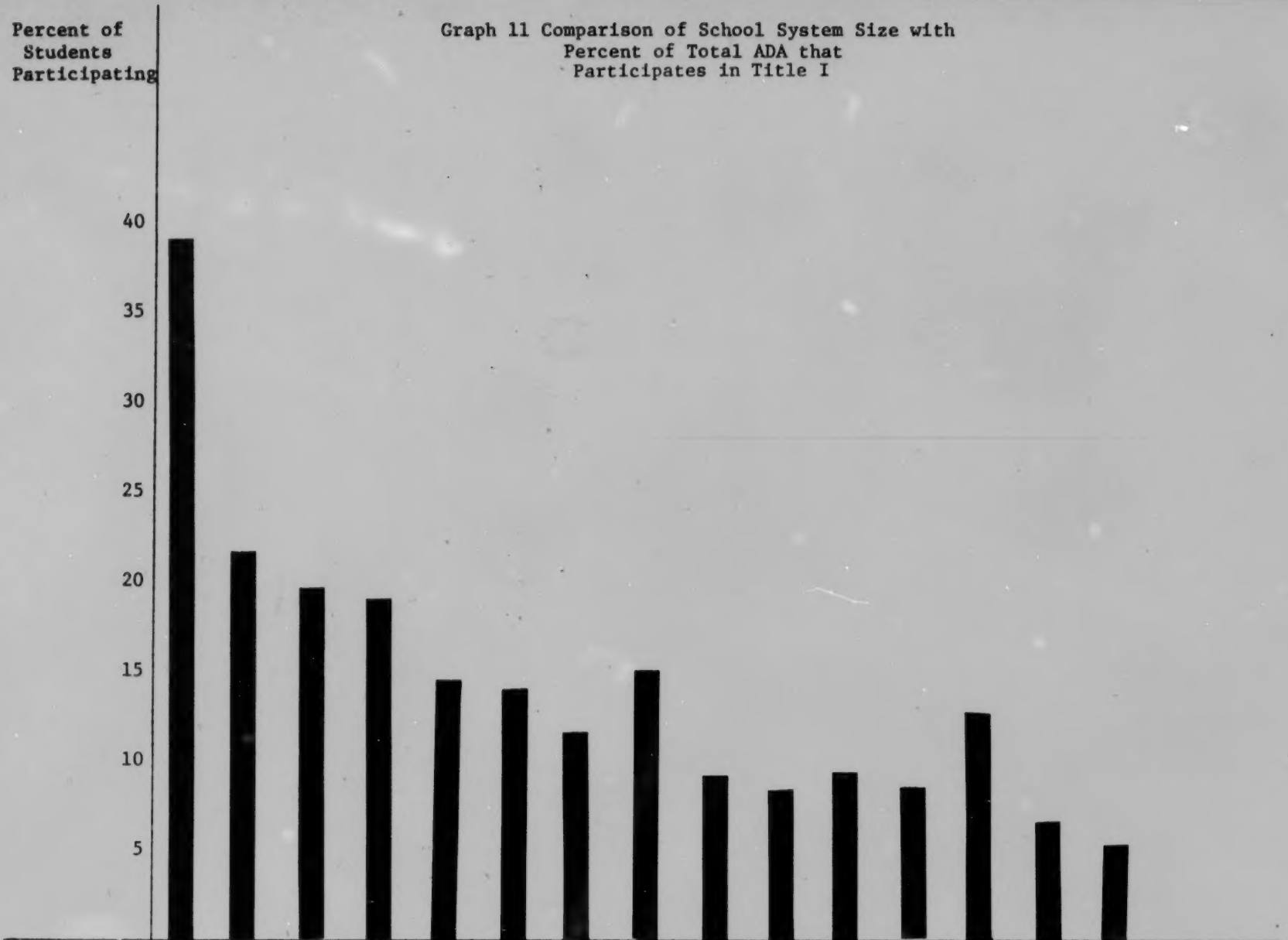
The school system with the smallest ADA (999 or under) showed the highest percentage of Title I participants (38.7).

The lowest percentage of Title I participants (5.5) was reported by the school system with the highest ADA (44,000-84,999).

An exception to this general rule was observed in school systems with an ADA range of 21,000-30,999, which accounted for 13.5 percent of the total participation.

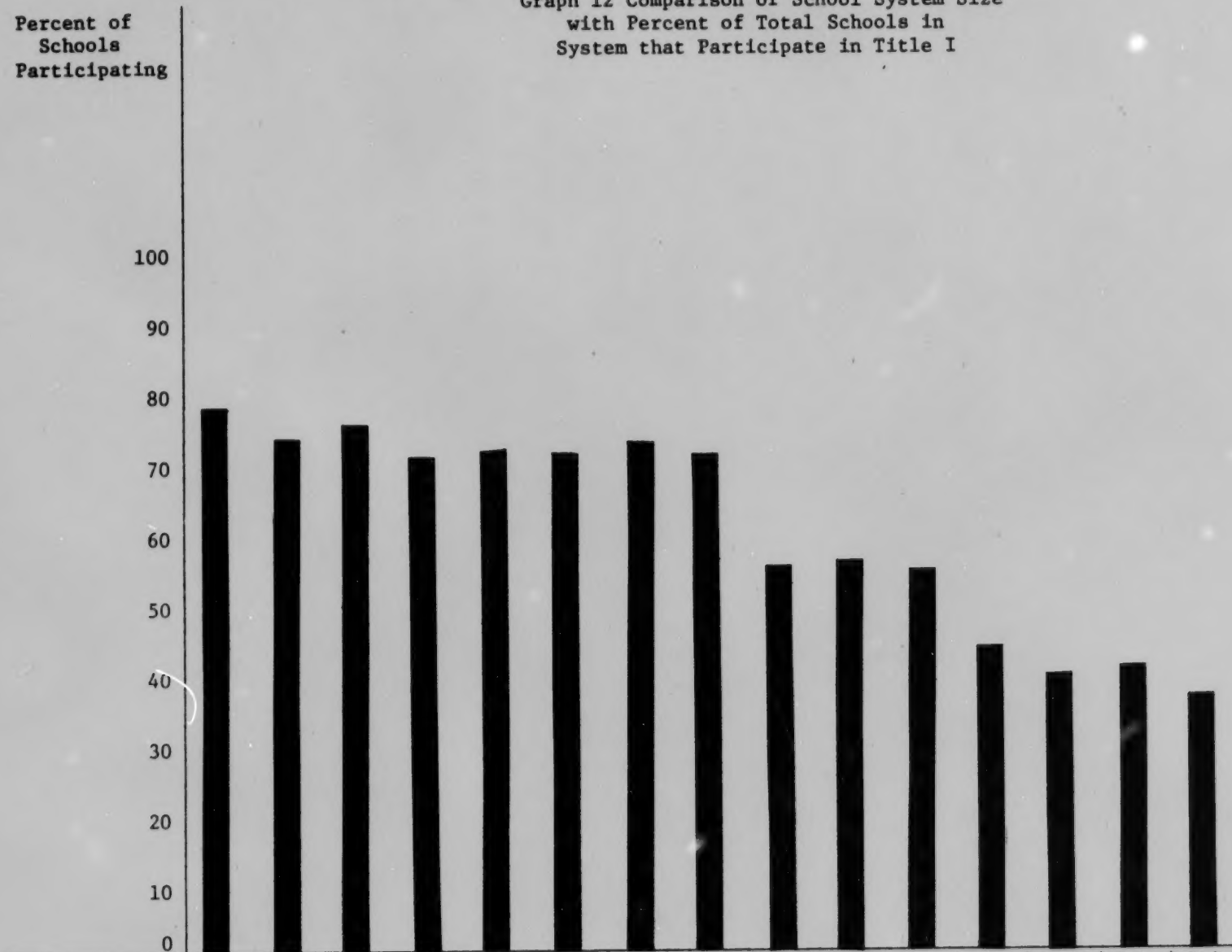
ADA RANGE	NUMBER SYSTEMS	TOTAL ADA	AVERAGE ADA PER SYSTEM	TOTAL (PUBLIC SCHOOL) TITLE I PARTICIPANTS	TITLE I AS PERCENT OF TOTAL ADA	AVERAGE NUMBER OF TITLE I PARTICIPANTS/SYSTEM	NUMBER SCHOOLS	AVERAGE NUMBER SCHOOLS/SYSTEM	TOTAL TITLE I SCHOOLS	TITLE I AS PERCENT OF TOTAL SCHOOLS	AVERAGE NUMBER OF TITLE I SCHOOLS/SYSTEM
44,000-84,999	3	200,943	66,981	10,937	5.453	3,652	310	103	118	38.065	39
31,000-43,999	2	64,397	32,199	4,247	6.595	2,124	136	68	57	41.912	29
21,000-30,999	5	140,517	28,103	18,959	13.492	3,792	241	48	97	40.249	19
11,000-20,999	3	53,259	17,753	4,364	8.194	1,455	67	22	30	44.776	10
10,000-10,999	1	10,680	10,680	1,050	9.831	1,050	20	20	11	55.000	11
9,000-9,999	5	47,094	9,419	3,817	8.105	763	79	16	45	56.962	9
8,000-8,999	4	34,022	8,506	2,956	8.688	739	57	14	32	56.140	8
7,000-7,999	2	14,337	7,169	2,170	15.136	1,085	35	18	25	71.429	13
6,000-6,999	9	58,763	6,529	7,074	12.038	786	97	11	71	73.196	8
5,000-5,999	3	16,541	5,514	2,409	14.564	803	28	9	20	71.429	7
4,000-4,999	16	71,340	4,459	11,389	15.964	712	137	9	100	72.993	6
3,000-3,999	26	92,194	3,546	16,975	18.412	653	178	7	127	71.348	5
2,000-2,999	35	87,779	2,508	16,749	19.081	479	167	5	126	75.449	4
1,000-1,999	53	85,422	1,612	18,811	22.021	355	174	3	129	74.138	2
999-0	21	13,658	650	5,285	38.695	252	48	2	38	79.167	2
TOTAL	188	990,946	5,271	127,212	12.837	677	1,774	9	1,026	57.835	5

Graph 11 Comparison of School System Size with Percent of Total ADA that Participates in Title I



SYSTEM ADA	999 OR UNDER	1,000-1,999	2,000-2,999	3,000-3,999	4,000-4,999	5,000-5,999	6,000-6,999	7,000-7,999	8,000-8,999	9,000-9,999	10,000-10,999	11,000-20,999	21,000-30,999	31,000-43,999	44,000-84,999	TOTAL
NUMBER OF SYSTEMS	21	53	35	26	16	3	9	2	4	5	1	3	5	2	3	188

Graph 12 Comparison of School System Size with Percent of Total Schools in System that Participate in Title I



SYSTEM ADA	999 OR Under	1,000-1,999	2,000-2,999	3,000-3,999	4,000-4,999	5,000-5,999	6,000-6,999	7,000-7,999	8,000-8,999	9,000-9,999	10,000-10,999	11,000-20,999	21,000-30,999	31,000-43,999	44,000-84,999	TOTAL
NUMBER OF SYSTEMS	21	53	35	26	16	3	9	2	4	5	1	3	5	2	3	188

GRAPH 13
Title I Systems
within ADA Ranges

POINTS OF INTEREST

The number listed on this graph indicate the official State Department of Education numbers corresponding to the system names in the Appendix.

Each system was listed according to its reported ADA. Comparing FY 1975 with FY 1976, 3.2 percent of these systems reported a gain in ADA. Eight systems or 4.3 percent reported a loss in ADA since the previous year.

The ADA range of 1000-1999 contained the largest percentage of school systems (28.2). Only 14 school systems reported an ADA greater than 10,000.

	ADA RANGE														
	44000-84999	31000-43999	21000-30999	11000-20999	10000-10999	9000-9999	8000-8999	7000-7999	6000-6999	5000-5999	4000-4999	3000-3999	2000-2999	1000-1999	999-0
SYSTEMS	761	706	611	647	669	657	622	635	737	605	656	760	641	606	601
	633	660	631	676		648	755	638	792	747	781	705	729	730	707
	644		625			629	726		636	675	751	759	765	728	718
			721			663	628		715		785	617	738	602	752
			667			746			623		643	640	680	674	700
									616		634	645	735	703	691
									692		727	695	618	756	609
									722		687	684	704	632	630
									608		653	627	620	624	739
											658	689	655	654	604
											736	773	659	678	791
											699	673	701	754	795
											710	652	702	615	769
											668	748	745	709	626
											665	794	614	775	723
											780	789	766	717	650
												750	672	679	642
												774	685	693	778
												772	757	753	662
												651	712	763	731
												697	793	786	612
												732	671	639	
												664	637	764	
												711	649	682	
												681	688	714	
												607	713	686	
													670	677	
													646	666	
													724	690	
													694	740	
													741	770	
													767	683	
													610	779	
													734	784	
													776	613	
													758	716	
														698	
														708	
														603	
														696	
														720	
														788	
														743	
														771	
														744	
														742	
														661	
														749	
														619	
														719	
														621	
														733	
														725	
TOTAL NO. SYSTEMS	3	2	5	3	1	5	4	2	9	3	16	26	35	53	21

TABLE 9
Number of Title I Participants by Grade Level by Activity, by Service for Public and Private Schools

POINTS OF INTEREST

Of the public school participation, 82 percent was reported in grades 1-7, a decrease from 83 percent in FY 1975

Highest public school participation was concentrated in third grade with 26,104 or 13.3 percent of the total participation. Grade 12 had the least participation with 62 public school participants in regular session. Kindergarten participation increased from 11.4 percent in FY 1975 to 13.1 percent.

Of the private school participation, 94.5 percent was reported in grades 1-7, a decrease from 96.5 percent in FY 1975.

As in public school, the third grade showed the highest private school participation with 431 or .2 percent of the total participation. Grade 12 had the lowest with zero participants. Kindergarten was the next to the lowest with only 2 participants.

Grade Level	School Type	Reading			Mathematics			Other Instructional Activities			Food			Transportation			Other Services			Total		Grand * Total
		Regular	Summer	Total	Regular	Summer	Total	Regular	Summer	Total	Regular	Summer	Total	Regular	Summer	Total	Regular	Summer	Total	Regular	Summer	
Pre-K, K	Public	0	24	24	0	24	24	0	0	0	2,799	392	3,191	5,951	884	6,835	0	0	0	22,871	2,407	25,278 **
	Private	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
	Total	0	24	24	2	24	26	0	0	0	2,799	392	3,191	5,951	884	6,835	0	0	0	22,873	2,407	25,280
1	Public	8,890	2,046	10,936	1,859	997	4,856	0	17	17	0	896	896	44	1,079	1,123	8	575	583	12,801	5,610	18,411
	Private	70	62	132	23	25	48	0	0	0	0	42	42	0	37	37	0	28	28	93	194	287
	Total	8,960	2,108	11,068	3,882	1,022	4,904	0	17	17	0	938	938	44	1,116	1,160	8	603	611	12,894	5,804	18,698
2	Public	13,464	2,077	15,541	4,776	1,040	5,816	62	18	80	0	843	843	58	1,198	1,256	10	452	462	18,370	5,628	23,998
	Private	164	49	213	83	18	101	0	0	0	0	18	18	0	17	17	0	29	29	247	131	378
	Total	13,628	2,126	15,754	4,859	1,058	5,917	62	18	80	0	861	861	58	1,215	1,273	10	481	491	18,617	5,759	24,376
3	Public	13,647	2,300	15,947	5,877	1,238	7,115	97	17	114	0	943	943	61	1,471	1,532	11	442	453	19,693	6,411	26,104
	Private	185	32	217	151	16	167	0	0	0	0	14	14	0	18	18	0	15	15	336	95	431
	Total	13,832	2,332	16,164	6,028	1,254	7,282	97	17	114	0	957	957	61	1,489	1,550	11	457	468	20,029	6,506	26,535
4	Public	13,495	1,869	15,364	6,650	1,088	7,738	7	11	18	0	832	832	57	1,209	1,266	11	316	327	20,220	5,325	25,545
	Private	160	40	200	97	23	120	6	0	6	0	21	21	0	17	17	0	13	13	263	114	377
	Total	13,655	1,909	15,564	6,747	1,111	7,858	13	11	24	0	853	853	57	1,226	1,283	11	329	340	20,483	5,439	25,922
5	Public	14,353	1,299	15,652	7,640	1,008	8,648	11	13	24	0	712	712	57	715	772	10	71	81	22,071	3,818	25,8[illegible]
	Private	159	20	179	102	20	122	2	0	2	0	17	17	0	10	10	0	2	2	263	69	332
	Total	14,512	1,319	15,831	7,742	1,028	8,770	13	13	26	0	729	729	57	725	782	10	73	83	22,334	3,887	26,221
6	Public	11,969	1,041	13,010	6,356	1,090	7,446	13	12	25	0	572	572	0	531	531	11	42	53	18,349	3,288	21,637
	Private	146	19	165	90	19	109	3	0	3	0	15	15	0	10	10	0	4	4	239	67	306
	Total	12,115	1,060	13,175	6,446	1,109	7,555	16	12	28	0	587	587	0	541	541	11	46	57	18,588	3,155	21,943
7	Public	10,349	722	11,071	5,044	503	5,547	17	0	17	0	202	202	0	281	281	12	29	41	15,422	1,737	17,159
	Private	27	7	34	17	7	24	11	0	11	0	5	5	0	0	0	0	6	6	55	25	80
	Total	10,376	729	11,105	5,061	510	5,571	28	0	28	0	207	207	0	281	281	12	35	47	15,477	1,762	17,239
8	Public	4,857	73	4,930	2,290	77	2,367	14	0	14	0	8	8	0	27	27	16	24	40	7,177	209	7,386
	Private	26	0	26	13	0	13	18	0	18	0	0	0	0	0	0	0	7	7	57	7	64
	Total	4,883	73	4,956	2,303	77	2,380	32	0	32	0	8	8	0	27	27	16	31	47	7,234	216	7,450
9	Public	911	20	931	674	22	696	14	0	14	0	0	0	0	0	0	10	9	19	1,609	51	1,660
	Private	15	0	15	0	0	0	16	0	16	0	0	0	0	0	0	0	3	3	31	3	34
	Total	926	20	946	674	22	696	30	0	30	0	0	0	0	0	0	10	12	22	1,640	54	1,694
10	Public	189	21	210	81	17	98	10	0	10	0	0	0	0	0	0	9	2	11	289	40	329
	Private	10	0	10	0	0	0	9	0	9	0	0	0	0	0	0	0	2	2	19	2	21
	Total	199	21	220	81	17	98	19	0	19	0	0	0	0	0	0	9	4	13	308	42	350
11	Public	87	0	87	26	0	26	8	0	8	0	0	0	0	0	0	5	0	5	126	0	126
	Private	3	0	3	0	0	0	3	0	3	0	0	0	0	0	0	0	0	0	6	0	6
	Total	90	0	90	26	0	26	11	0	11	0	0	0	0	0	0	5	0	5	132	0	132
12	Public	45	0	45	5	0	5	7	0	7	0	0	0	0	0	0	5	0	5	62	0	62
	Private	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		45	0	45	5	0	5	7	0	7	0	0	0	0	0	0	5	0	5	62	0	62

*NOTE: These figures were duplicated, since students may have participated in more than one activity/service and/or both regular and summer sessions, and would be counted once for each participation.

**NOTE: The preschool activity had 14,121 regular program participants in public schools and 1,083 summer program participants for a total of 15,204 Preschool participants. This total was added to the 8,750 regular and 1,324 summer preschool children that participated in the activity/service on this chart to give the totals indicated above. There were 2 private school participants in this activity.

TABLE 10
Estimated Number of Students by Handicap Who Participated in Title I Regular Session

POINTS OF INTEREST

The regular school Title I program served 739 handicapped children.

Of the eight categories of handicapped conditions, the largest number of children served was the speech impaired, 248 or 33.6 percent of the total handicap population served.

The mentally retarded children dropped in number served from the largest in 1975 to the second largest category in FY 1976 with 182 or 24.6 percent.

As in Fy 1975, the deaf continued to be the category served the least (5 or .6 percent) in FY 1976.

	Regular Session	Percent of Total Handicapped
Mentally retarded	182	24.627
Hard of hearing	110	14.885
Deaf	5	.676
Speech impaired	248	33.558
Crippled	25	3.382
Visually handicapped	52	7.036
Emotionally disturbed	49	6.630
Other health impaired	68	9.201
Total handicapped	739	100.000

SUMMARY DATA ON PARTICIPATION

The emphasis on basic skills was documented by the highest participation in FY 1976 occurring in reading. The percentage of participants involved in this instructional activity was 58 percent in regular session and 33 percent in summer session. A second factor supporting this emphasis was that instructional activities accounted for a higher participation than supportive services.

In the area of supportive services, transportation continued to maintain the highest participation.

In comparing grade level participation, the elementary grades (1-7) reported the highest participation in both regular and summer sessions.

Of all public schools, 58 percent participated in Title I compared to only 6 percent of all the private schools.

Black participants accounted for 59.1 percent of the Title I participation in combined sessions. White participation was reported as 40.6 percent, with "others" reporting .3 percent.

In addition to having the largest number of schools providing Title I activities and services, school systems reporting an ADA of 7,999 or less also indicated a higher percentage of participation.

Of the 739 handicapped children served in Title I, the largest percentage were in the speech impaired category.

EXPENDITURES

In Georgia in FY 1976 the LEA budget for Title I was $51,656,294. Of this amount, the total amount of LEA Title I expenditures was $51,479,217.22. Most of that amount, $35,436,429.31, was expended from FY 1976 funds; the carry-over from Part A FY 1975 was $15,557,928.91; from Part C FY 1975, $484,859.00 was carried over.

Because fiscal accounting of educational funds in Georgia is determined by the state auditor and is not consistent with activities accounting by LEAs, it is not possible to receive exact accounting information by activities and services. In addition, many LEAs did not report by activity indirect costs such as administrative costs. maintenance and operation of plant facilities, fixed charges and capital outlay for various types of equipment since these expenditures were frequently difficult to assign to one particular activity within a local program. Additionally, some funds were not reported by LEAs and no effective cross-referencing method was built into the reporting requirements to highlight such discrepancies. Therefore, in order to obtain comparable and consistent figures regarding Title I expenditures by system and by activity and service, the following procedure was used. (The figures used in Table 11 and 12 and any derived from these tables, are based on this procedure.)

1. The total expenditure figure was obtained from Fiscal Services.
2. Percentage proportions of total expenditures per category were derived from data submitted by LEAs to the Evaluation Unit.
3. The percentage proportions were applied to the total expenditure figure from Fiscal Services, thereby obtaining adjusted per category figures.

The following tables and graphs illustrate patterns of Title I expenditures in Georgia.

Table 11	Estimated Expenditures by Activity/Service
Table 12	Estimated Expenditures by Activity/Service for Regular Session and for Summer Session
Table 13	Ranking of Activities/Services According to the Estimated Dollar Expenditure per Participant
Graph 14	Estimated Expenditures for Activities/Services for Combined Sessions
Graph 15	Estimated Expenditures for Activities/Services for the Regular Session
Graph 16	Estimated Expenditures for Activities/Services for the Summer Session
Graph 17	Estimated Expenditures by Activity/Services for the Combined Sessions

TABLE 11
Estimated Expenditures by Activity/Service

POINTS OF INTERESTS

The continued emphasis on basic skills throughout the state was reflected in the percentage of Title I expenditures spent on reading, mathematics and preschool activities. Excluding other instructional activities, the total expenditures on these three areas were $50,410,509 or 98 percent. Reading received most of these monies (57 percent).

YEAR	Percent of Total Estimated Expenditures Going for Basic Skills
FY 1973	82.5
FY 1974	94.8
FY 1975	97.4
FY 1976	97.6

As noted in the smaller chart, the last two years have shown only a slight increase in percentage of expenditures going for basic skills. As long as other services are provided by Title I, basic skills activities have about reached the limit of expenditures available.

In comparing expenditures per participant, preschool activities required the greatest expenditure ($673). The greatest expenditure per participant spent on supportive services was observed in transportation ($61).

Activity/Service	* Combined Services Estimated Title I Expenditures	Percent of Total Title I Expenditures	** Number Title I Participants	Average Title I Expenditures/ Participants
Preschool	$ 10,230,980	19.874	15,204	$673
Reading	28,761,439	55.870	104,942	274
Mathematics	11,418,090	22.180	51,088	223
Other Instructional Activities	85,456	.166	416	205
Total Instructional Activities	$ 50,498,023	98.094	171,650	$294
Food	125,095	.243	8,331	15
Transportation	838,082	1.628	13,732	61
Other Supportive Services	16,988	.033	2,189	7
Total Supportive Services	981,194	1.906	24,252	40
Total All Activities and Services	$ 51,479,217	100.000	195,902	$263

*NOTE: Totals do not equal sum of parts due to rounding.

**NOTE: The Number of Title I Participants column included students who participated in more than one activity/service. Therefore, the total is greater than the total found in Table 6.

TABLE 12
Estimated Expenditures by Activity/Service for Regular Session and for Summer Session

POINTS OF INTEREST

Expenditures for instructional activities in both sessions were greater than expenditures for supportive services during the same period. The greatest percentage of expenditure for supportive services was during summer session; transportation was the service with the greatest percentage (13.5) of expenditures.

Reading was the instructional activity with the greatest expenditure for both sessions.

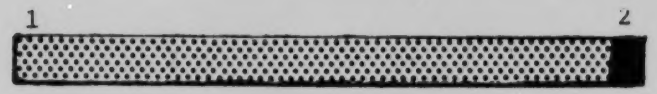
In comparing Title I expenditures per participant, preschool activities had the greatest expenditure for regular session and other instructional activities for summer session. Only one school system was involved in other instructional activities during summer session.

Activity/Service	Regular Services				Summer Services			
	* Estimated Title I Expenditures	Percent of Total Regular Estimated Expenditures	Number of Participants	Average Title I Expenditure Per Participant	*Estimated Title I Expenditures	Percent of Total Summer Estimated Expenditures	Number of Participants	Average Title I Expenditure Per Participant
Preschool	$ 9,799,019	20.513	14,121	$ 694	$ 268,413	7.236	1,083	$ 247
Reading	26,673,223	55.837	93,221	286	2,097,415	56.543	11,721	179
Mathematics	10,645,977	22.286	43,856	243	746,223	20.117	7,232	103
Other Instructional Activities	67,355	.141	328	205	25,261	.681	88	287
TOTAL Instructional Activities	47,185,097	98.776	151,526	311	3,137,276	84.576	20,124	156
Food	88,374	.185	2,799	32	52,006	1.402	5,532	9
Transportation	491,551	1.029	6,228	79	500,548	13.494	7,504	68
Other Supportive Services	4,299	.009	118	36	19,585	.528	2,071	9
TOTAL Supportive Services	584,224	1.223	9,145	64	572,103	15.423	15,107	38
TOTAL All Activities/Services	$47,769,800	100.000	160,671	$ 297	3,709,417	100.000	35,231	$ 105

*NOTE: Totals do not equal sum of parts due to rounding.

The following graphs are based on information in Tables 11 and 12

Graph 14 (11)
Estimated Expenditures
for Activities/Services
for Combined Sessions

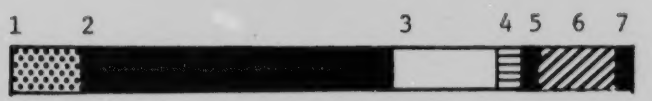


	PERCENT
(1) Activities	98.1
(2) Services	1.9

Graph 15 (12)
Estimated Expenditures
for Activities/Services
for the Regular Session

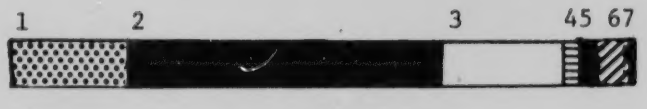
(1) Preschool	20.5
(2) Reading	55.8
(3) Mathematics	22.3
(4) Other instructional activities	.1
(5) Food	.2
(6) Transportation	1.0
(7) Other supportive services	.1

Graph 16 (12)
Estimated Expenditures
for Activities/Services
for the Summer Session



(1) Preschool	7.2
(2) Reading	56.6
(3) Mathematics	20.1
(4) Other instructional activities	.7
(5) Food	.2
(6) Transportation	13.5
(7) Other supportive services	.5

Graph 17 (11)
Estimated Expenditures
by Activity/Services for
the Combined Sessions



(1) Preschool	19.9
(2) Reading	55.9
(3) Mathematics	22.2
(4) Other instructional activities	.1
(5) Food	.2
(6) Transportation	1.6
(7) Other supportive services	.1

TABLE 13
Ranking of Activities/ Services According to the Estimated Dollar Expenditure per Participant

Points of Interest

The range of expenditures indicated a low of $7 per participant for other supportive services to a high of $673 per participant for preschool activity.

Three school systems provided tutorial programs in the area of other instructional activities.

Ranking of Activities/Services According to Estimated Dollar Expenditure Per Participant	
Preschool	$673
Reading	274
Other instructional activities	205
Mathematics	223
Transportation	61
Food	15
Other supportive services	7

SUMMARY DATA ON EXPENDITURES

A total of 98 percent of Title I expenditures was reported for reading, mathematics and preschool activity. Reading indicated the highest percentage of expenditures with 55.9 percent.

The highest expenditure per participant was reported in preschool with $673 per participant. Other supportive services reported the lowest, with $7 per participant.

The highest expenditure of Title I funds was reported in instructional activities.

ACHIEVEMENT

As in FY 1975 Georgia continued to require more objective achievement information using a standardized format in assessing Title I students. In moving to more objective data, concerns were noted in several areas. One was the need for training of local system personnel in proper testing procedures. Another item that hinders reporting statewide gain was the freedom of test selection by local school systems.

In continuing to allow local systems to make their own selection of testing instruments, each test must be treated separately in compiling gain. Therefore, statewide gains were obtained for particular tests, but not across tests. Gains made by test type for preschool, reading, mathematics and other instructional activities are shown in Tables 14 through 17. These do not include state totals.

Subjective achievement data continued to be requested along with objective achievement information. This provided data for a comparison between perceived success and actual achievement gain of a project as found in Tables 18 and 19.

Table 20 allowed systems to indicate problem areas that limited the success of their programs. Table 21 designated the instruments used by the systems in evaluating learner needs and achievement.

Table 14	Preschool Achievement Information
Table 15	Reading Achievement Information
Table 16	Mathematics Achievement Information
Table 17	Other Instructional Activities Achievement Information
Table 18	Number of Activities, Participants and Amount of Expenditures at each Success Level by Activity/Service
Table 19	Number of Activities, Participants and Amount of Expenditures at each Success Level by Objective Type
Table 20	Problem Factors by Instructional Activity - Rankings
Table 21	Methods and Devices Used to Assess Learner Needs
Graph 18	(PRESCHOOL) Test of Basic Experiences
Graph 19	(PRESCHOOL) Preschool Readiness Test
Graph 20	(PRESCHOOL) Metropolitan Readiness Test
Graph 21	(PRESCHOOL) Caldwell Cooperative Preschool
Graph 22	(PRESCHOOL) Other Tests
Graph 23	(PRESCHOOL) Total
Graph 24	(READING) California Achievement Test
Graph 25	(READING) Iowa Tests of Basic Skills
Graph 26	(READING) Gates-McGinite Reading
Graph 27	(READING) Comprehensive Tests of Basic Skills
Graph 28	(READING) Metropolitan Achievement Test
Graph 29	(READING) Stanford Achievement Test
Graph 30	(READING) Slossan Oral Reading Test
Graph 31	(READING) Wide Range Achievement Test
Graph 32	(READING) Stanford Diagnostic Reading Test
Graph 33	(READING) Other Tests
Graph 34	(READING) Total
Graph 35	(MATHEMATICS) California Achievement Test
Graph 36	(MATHEMATICS) Iowa Tests of Basic Skills
Graph 37	(MATHEMATICS) Metropolitan Achievement Test
Graph 38	(MATHEMATICS) Comprehensive Tests of Basic Skills
Graph 39	(MATHEMATICS) Stanford Achievement Test
Graph 40	(MATHEMATICS) Wide Range Achievement Test
Graph 41	(MATHEMATICS) Other Tests
Graph 42	(MATHEMATICS) Total
Graph 43	(OTHER INSTRUCTIONAL ACTIVITIES) Metropolitan Achievement Test
Graph 44	(OTHER INSTRUCTIONAL ACTIVITIES) Wide Range Achievement Test
Graph 45	(OTHER INSTRUCTIONAL ACTIVITIES) Other Tests
Graph 46	(OTHER INSTRUCTIONAL ACTIVITIES) Total

TABLE 14
Preschool
Achievement Information

POINTS OF INTEREST

The Test of Basic Experience was the test used by 20.8 percent of the school systems reporting achievement of preschool activities. The second most widely used test was the Preschool Readiness Test which was reported as being used by 18 percent of the school systems. The Caldwell Cooperative Preschool Inventory replaced the Peabody Picture Vocabulary Test as the third most widely used test of preschool activities with 15.3 percent. The Metropolitan Readiness Test maintained the ranking of fourth with 11 percent use. Various other assessment instruments were used by 34.7 percent of the systems reporting.

Of the 14,521 students both pre and post tested, 8,323 or 57.3 percent met or exceeded the objective set from them. In FY 1975 the percentage of students meeting or exceeding the objectives was 84.7 percent.

Name of Test	Number of Systems Using Test	**Score Type	Number of Students Both Pre & Post Tested	Gain	Number of Students Meeting or Exceeding Objective	Percent of Those Tested Meeting or Exceeding Objective
Tests of Basic Experiences	15	02	2,472	7.641	1,955	79.085
		03	387	34.250	271	70.025
		04	286	1.533	160	55.944
TOTAL	15	---	3,145	---	2,386	75.866
Preschool Readiness Test *	13	02	1,059	42.790	848	80.075
		03	40	33.500	30	75.000
		11	929	56.100	881	94.833
TOTAL	13	---	2,028	---	1,759	86.735
Metropolitan Readiness Tests	8	02	1,192	25.524	957	80.285
		03	63	29.000	57	90.476
TOTAL	8	---	1,255	---	1,014	80.796
Caldwell Cooperative Preschool Inventory	11	02	1,200	17.980	287	23.916
		03	361	62.950	158	43.767
		11	50	11.000	42	84.000
TOTAL	11	---	1,611	---	487	30.229
Other (Totals)	25	---	6,482	---	2,677	41.299
GRAND TOTAL	72	---	14,521		8,323	57.317

*NOTE: While the Preschool Readiness Test is not a standardized test, it is included because it was developed by the Georgia Department of Education Early Childhood Division, and is used by a large percentage of those reporting, as indicated by this chart.

**Score Types:
01 = Grade Equivalent
02 = Raw Score
03 = Percentile
04 = Stanine
05 = Other Standard Score
06 = I.Q.
07 = Mental Age
10 = Frequency or percentage of observation
11 = Percentage of correct or positive response
12 = Number/percentage of skills mastered
13 = Other

TABLE 15

Reading Achievement Information

POINTS OF INTEREST

The tests listed below were used by five or more systems. Tests that were not used that frequently were listed under the "other" category.

The number of systems using tests showed in the "other" category decreased from 54 to 21. Since the "other" category showed a loss, the nine major tests listed an increase in use. An example of this was the Slosson Oral Reading Test increasing in use by 12 systems over FY 1975. The Wide Range Achievement Test and the California Achievement Test increased by only one system.

At the same time systems increased their use of a variety of tests since the total number of systems using the tests increased from 254 in FY 1975 to 262 in FY 1976.

The Iowa Tests of Basic Skills showed the highest percentage of those tested who met or exceeded the objective, while the California Tests of Basic Skills showed the lowest percentage.

Of those students tested on both pre and post tests, approximately 69 percent met or exceeded the objective.

Six of the nine tests listed indicated that 60 percent or more of the students tested met or exceeded the objective. The other three tests indicated percentages of 58.8, 59.1 and 59.8 percent.

Name of Test	Number of Systems Using Test	**Score Type	Number of Students Both Pre & Post Tested	Gain	Number of Students Meeting or Exceeding Objective	Percent of Students both Pre & Post Tested Meeting or Exceeding Objective
California Achievement Tests	53	01	11,789	3.411	7,195	61.031
		06	341	4.066	206	60.410
		10	744	2.600	431	57.930
TOTAL	53	---	12,874	---	7,832	60.835
Gates-MacGinitie Reading Tests	37	01	9,387	6.579	5,733	61.073
		02	380	4.150	1	.263
		12	150	1.310	94	62.666
TOTAL	37	---	9,917	---	5,828	58.767
Comprehensive Tests of Basic Skills	25	01	8,911	6.584	5,186	58.197
		02	287	39.100	247	86.062
		03	323	.130	194	60.061
TOTAL	25	---	9,521	---	5,627	59.100
Metropolitan Achievement Tests	21	01	4,213	2.416	1,506	35.746
		02	99	27.250	68	68.686
		03	82	20.500	39	47.561
		04	57	2.290	41	71.929
TOTAL	21	---	4,451	---	3,296	74.058
Iowa Tests of Basic Skills	42	01	18,588	8.986	8,517	45.820
TOTAL	42	---	18,588	---	16,349	87.954
Stanford Achievement Test	29	01	9,706	4.748	5,787	59.622
		03	82	23.233	71	86.585
TOTAL	29		9,788		5,858	59.848
Slosson Oral Reading Test	24	01	6,428	---	4,437	69.026
Wide Range Achievement Test	8	01	1,587	3.500	1,062	66.918
Stanford Diagnostic Reading Test	2	01	1,208	1.955	753	62.334
Other	21	---	8,258	---	5,606	67.885
*GRAND TOTAL	262		82,620		56,648	68.564

*NOTE: These totals are duplicated, since many systems used more than one test in the area of reading. Therefore, the systems total is greater than 187, and the number of students tested reflects duplicated counts of participants.

**See Footnote on Table 14.

TABLE 16
Mathematics Achievement Information

POINTS OF INTEREST
The tests listed by name below were used by five or more systems; the "other" category consisted of those used less frequently.

Six of the seven tests indicated that 61 percent or more of those tested met or exceeded the objective. The Iowa Tests of Basic Skills was the only test not meeting that level.

The total percentage of those tested who met or exceeded the objective on all test groups was 62.6 percent.

Name of Test	Number of Systems Using Test	**Score Type	Number of Students Both Pre & Post Tested	Gain	Number of Students Meeting or Exceeding Objective	Percent of Students Both Pre and Post Tested Meeting or Exceeding Objective
California Achievement Tests	47	01	9,094	5.420	6,487	71.332
		02	269	4.750	54	20.074
TOTAL			9,363	---	6,541	69.860
Iowa Tests of Basic Skills	29	01	10,837	8.666	5,126	47.301
		02	154	1.900	110	71.428
TOTAL			10,991	---	5,236	47.639
Metropolitan Achievement Tests	16	01	3,760	4.403	2,340	62.234
		02	95	32.070	32	33.684
		04	4	3.000	3	75.000
TOTAL			3,859	---	2,375	61.544
Comprehensive Tests of Basic Skills	15	01	4,374	7.602	2,942	67.261
		03	323	.280	228	70.588
TOTAL			4,697	---	3,170	67.489
Stanford Achievement Test	15	01	4,227	5.519	2,903	68.677
		03	12	27.000	12	100.000
TOTAL			4,239	---	2,915	68.766
Wide Range Achievement Test	11	01	1,712	2.397	1,193	69.684
		02	59	38.000	53	89.830
TOTAL			1,771	---	1,246	70.355
Other	25	---	5,201	---	3,649	70.159
*Grand Total	158		40,121	---	25,132	62.640

*NOTE: These totals are duplicated, since many systems used more than one test in the area of mathematics. Therefore, the systems total, etc., exceed an unduplicated count.

**See Footnote on Table 14.

TABLE 17
Other Instructional Activity
Achievement Information

POINTS OF INTEREST
In all tests better than 50 percent of those tested met or exceeded the objective.

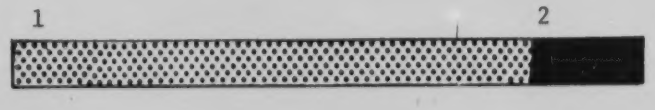
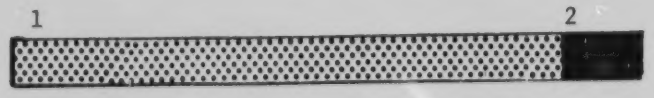
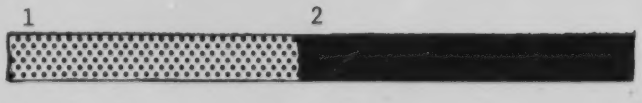
Name of Test	Number of Systems Using Test	**Score Type	Number of Students Both Pre & Post Tested	Gain	Number of Students Meeting or Exceeding Objective	Percent of Students Both Pre and Post Tested Meeting or Exceeding Objective
Metropolitan Achievement Tests	3	01	255	2.975	154	60.392
Wide Range Achievement Test	1	01	90	1.000	52	57.777
Other	1	01	9	.500	8	88.888
		02	42	11.500	18	42.857
Total	1	--	51	---	26	50.980
*Grand Total	5	--	396	---	232	58.585

*NOTE: These totals are duplicated, since this number represents one system that used more than one test to obtain achievement information.

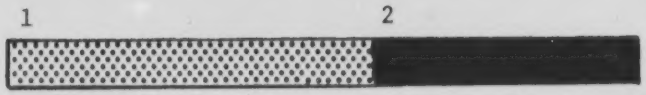
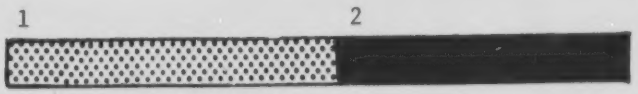
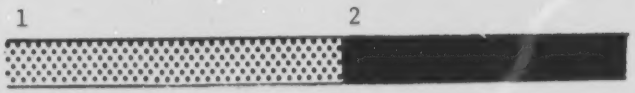
**See Footnote on Table 14.

The following graphs illustrate the percentage of those tested that met or exceeded the objective for each instructional activity. These graphs are based on information found in Tables 14, 15, 16, and 17.

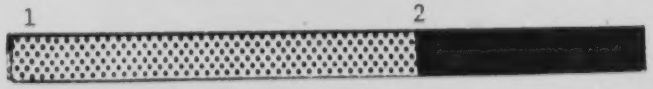
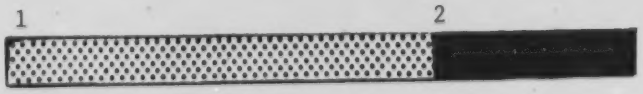
PRESCHOOL

			PERCENT
Graph 18 Test of Basic Experiences		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	75.9 24.1
Graph 19 Preschool Readiness Test		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	86.8 13.2
Graph 20 Metropolitan Readiness Test		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	80.8 19.2
Graph 21 Caldwell Cooperative Preschool		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	30.2 69.8
Graph 22 Other Tests		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	41.3 58.7
Graph 23 TOTAL		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	57.3 42.7

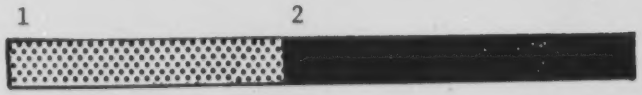
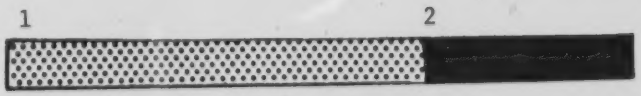
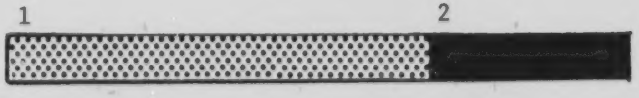
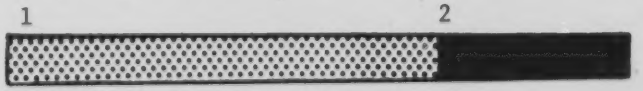
READING

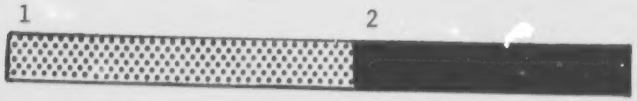
			PERCENT
Graph 24 California Achievement Test		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	60.9 39.1
Graph 25 Iowa Tests of Basic Skills		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	88.0 12.0
Graph 26 Gates-McGinite Reading Test		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	58.8 41.2
Graph 27 Comprehensive Tests of Basic Skills		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	59.1 40.9
Graph 28 Metropolitan Achievement Tests		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	74.1 25.9

50

		PERCENT
Graph 29 Stanford Achievement Test		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	59.9 40.1
Graph 30 Slossan Oral Reading Test		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	69.0 31.0
Graph 31 Wide Range Achievement Test		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	67.0 33.0
Graph 32 Stanford Diagnostic Reading Test		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	62.3 37.7
Graph 33 Other Tests		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective	67.9 32.1
Graph 34 TOTAL		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	68.6 31.4

MATHEMATICS

			PERCENT
Graph 35 California Achievement Test		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	69.9 30.1
Graph 36 Iowa Tests of Basic Skills		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	47.7 52.3
Graph 37 Metropolitan Achievement Test		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	61.5 38.5
Graph 38 Comprehensive Tests of Basic Skills		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	67.5 32.5
Graph 39 Stanford Achievement Test		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	68.8 31.2
Graph 40 Wide Range Achievement Test		Percent Meeting or Exceeding Objective (1) Percent Not Meeting Objective (2)	70.4 29.6

		PERCENT
Graph 41 Other Tests		
	Percent Meeting or Exceeding Objective (1)	70.2
	Percent Not Meeting Objective (2)	29.8
Graph 42 TOTAL		
	Percent Meeting or Exceeding Objective (1)	62.6
	Percent Not Meeting Objective (2)	37.4

OTHER INSTRUCTIONAL ACTIVITIES

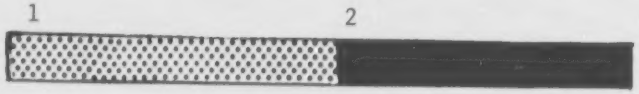
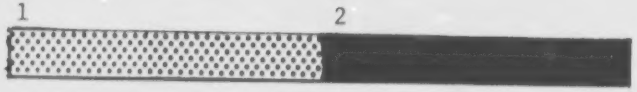
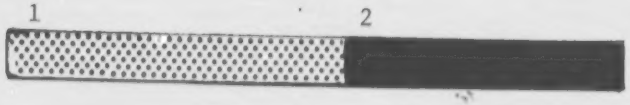
Graph 43 Metropolitan Achievement Test		
	Percent Meeting or Exceeding Objective (1)	60.4
	Percent Not Meeting Objective (2)	39.6
Graph 44 Wide Range Achievement Test		
	Percent Meeting or Exceeding Objective (1)	57.8
	Percent Not Meeting Objective (2)	42.2
Graph 45 Other Tests		
	Percent Meeting or Exceeding Objective (1)	51.0
	Percent Not Meeting Objective (2)	49.0
Graph 46 TOTAL		
	Percent Meeting or Exceeding Objective (1)	58.9
	Percent Not Meeting Objective (2)	41.1

TABLE 18
Number of Activities, Participants and Amount of Expenditures at each Success Level by Activity/ Service

POINTS OF INTEREST

Preschool activities was the category expending the most per participant and was also the category with the highest perceived success. Although reading was the category which ranked second in expenditure of funds per participant, it was the lowest among instructional activities in perceived success. At the same time, reading had the highest number of activities and participants.

In supportive services, transportation was the highest in all the areas listed.

	*SUCCESS LEVEL	NUMBER ACTIVITIES	NUMBER PARTICIPANTS	TITLE I FUNDS EXPENDED	AVERAGE FUNDS/ PARTICIPANT	AVERAGE SUCCESS LEVEL/AREA
Preschool	2	6	405	$ 195,472	$483	
	3	45	5,757	3,788,938	658	
	4	62	9,042	6,247,011	691	
TOTAL		113	15,204	10,231,421	673	3.496
Reading	1	2	843	273,846	325	
	2	48	21,067	5,460,625	259	
	3	114	57,143	15,669,426	274	
	4	45	25,889	7,357,914	284	
TOTAL		209	104,942	28,761,812	274	2.967
Mathematics	1	2	466	97,256	209	
	2	20	3,718	865,551	233	
	3	77	34,381	7,749,995	225	
	4	33	12,523	2,706,074	216	
TOTAL		132	51,088	11,418,876	224	3.068
Other Activities	3	3	328	69,077	211	
	4	1	88	16,860	192	
TOTAL		4	416	$ 85,938	207	3.250
TOTAL ACTIVITIES		458	171,650	$50,498,047	294	
Food	3	12	2,413	$ 60,212	25	
	4	16	5,918	65,182	11	
TOTAL		28	8,331	125,395	15	3.571
Transportation	3	12	3,300	274,762	83	
	4	49	10,432	563,624	54	
TOTAL		61	13,732	838,386	61	3.803
Other Services	2	1	0	72 **	0	
	3	1	118	4,251	36	
	4	2	2,071	13,066	6	
TOTAL		4	2,189	17,389	8	3.250
TOTAL ALL SERVICES		93	24,252	$ 981,170	40	
TOTAL ACTIVITIES/SERVICES		551	195,902	$51,479,217	263	

*Success Levels are as follows:
1 = Unsuccessful 2 = Somewhat successful 3 = Successful 4 = Very successful

**NOTE: These funds were used by one system for a community service project for an undetermined number of participants.

In comparing Tables 14, 15 and 16 (Achievement Information per Activity) with Table 18 (Perceived Success per Activity), the preschool activity was perceived as being the most successful, but it received the lowest rank when compared with achievement data. Mathematics was not perceived as being as successful as the preschool activity. Using objective evaluation methods, it was the most successful of the three activities. Reading was perceived as the least successful, but actually it ranked second in achievement results. The comparisons are shown on the following chart.

Activity	*Success Level	Percent of Students Tested Who Met or Exceeded the Objective	Rank
Preschool	3.496	57.317	3
Mathematics	3.068	68.564	1
Reading	2.967	62.640	2

*Success Level are as follows:

1 = Unsuccessful
2 = Somewhat successful
3 = Successful
4 = Very successful

TABLE 19
Number of Activities, Participants and Amount of Expenditure at each Success Level by Objective Type

POINTS OF INTEREST

Objective Types were as follows:
01-Basic skills improvement, knowledge, information
02-Readiness
03-Involvement, interest
06-Improve nutrition, health
07-Provide transportation to make attention possible
08-Reduce racial/cultural isolation

The most successful Objective Type was 07 (transportation) and was third in the number of activities offered.

The Objective Type having the most activities was 01 (basic skills improvement). At the same time this type ranked sixth which indicated that these activities were considered successful but not very successful.

Objective Type 02 (readiness) ranked fourth in success, was second in the number of activities offered, and expended the most money per participant.

Amount of money spent on an Objective Type does not seem to insure a successful ranking for that objective. Objective Types 01 and 02 expended 97 percent of the total funds, yet ranked sixth and fourth respectfully.

OBJECTIVE TYPE	*SUCCESS LEVEL	NUMBER ACTIVITIES	NUMBER PARTICIPANTS	TITLE I FUNDS EXPENDED	AVG. FUNDS/ PARTICIPANT	*AVG. SUCCESS LEVEL/AREA	RANKING
01	1	4	$ 1,309	$ 371,103	283		
	2	68	24,785	6,326,176	255		
	3	192	91,638	23,454,606	256		
	4	79	38,412	10,063,988	262		
TOTAL		343	156,144	40,215,873	257	2.966	6
02	2	6	405	195,472	483		
	3	45	5,757	3,788,938	658		
	4	62	9,042	6,247,011	691		
TOTAL		113	15,204	10,231,421	673	3.495	4
03	3	1	214	33,893	158		
	4	1	88	16,860	191		
TOTAL		2	302	50,753	168	3.500	3
06	3	12	2,413	60,212	25		
	4	16	5,918	65,182	11		
TOTAL		28	8,331	125,394	15	3.571	2
07	3	12	3,300	274,762	83		
	4	49	10,432	563,624	54		
TOTAL		61	13,732	838,386	61	3.803	1
08	2	1	0	71**	0		
	3	1	118	4,251	36		
	4	2	2,071	13,066	6		
TOTAL		4	2,189	17,389	8	3.202	5
TOTAL ALL OBJECTIVES		551	$195,902	$51,479,217	263		

*Success Levels are as follows:
1 = Unsuccessful 2 = Somewhat successful 3 = Successful 4 = Very successful

**NOTE: These funds were used by one system for a community service project for an undetermined number of participants.

TABLE 20
Problem Factors by Instructional Activity, Ranked from High Problem Area (1) to Low (6)

POINTS OF INTEREST

In the preschool category, those problem areas ranking the highest were inadequate parental support and testing problems or need for testing. Those areas ranking slightly lower were unrealistic objectives and the "other" item. "Other" included items such as a high level of transient students.

In the reading category, those problem areas ranking the highest were short duration of project, lack of communication, unrealistic objectives and shortened program time. Need for improved teacher training and testing problems or need for testing were the lowest ranking areas.

Inadequate parental support, lack of communication, lack of pupil interest and shortened program time were the problem areas receiving the highest rank in the mathematics category. Need for improved teacher training and "other" were the areas with the lowest ranking.

In a across-instructional activities ranking of problem areas indicated the lack of communication and shortened program time ranked the highest in problem areas. Inadequate guidelines was the lowest problem area. Close behind that area was the "other" area which included problems other than the seventeen listed. Lack of pupil interest was also among the lowest ranking problem areas.

It is interesting to note that there was not a major gap between highest and lowest ranking areas.

Problem Factors by Instructional Activity, Ranked from High Problem Area (1) to Low (6)	Average Rank of Problem Areas									
	Preschool		Reading		Mathematics		Other		Total	
	Number of Systems	Average Rank	Number of Systems	Average Rank	Number of Systems	Average Rank	Number of Systems	Average Rank	Number of Systems	Average Rank
Trained Teachers Not Available	0	0	2	1.5	1	2	0	0	3	1.66
Specialist Not Available	0	0	2	1.5	0	0	0	0	2	1.50
Inadequate Facilities	0	0	0	0	0	0	0	0	0	0
Short Duration of Project	0	0	1	1.0	0	0	0	0	0	1.00
Inadequate Parental Support	1	1	2	1.5	1	1	0	0	4	1.25
Late Approval of Funds	0	0	0	0	0	0	0	0	0	0
Inadequate Equipment and Supplies	0	0	0	0	0	0	0	0	0	0
Teacher Load Too Great	0	0	0	0	0	0	0	0	0	0
Inadequate Guidelines	0	0	0	0	0	0	0	0	0	0
Need For Improved Teacher Training	0	0	1	3.0	1	3	0	0	2	3.00
Administrative Changes Beyond Program Control	0	0	1	2.0	1	2	0	0	2	2.00
Lack of Communication	0	0	1	1.0	1	1	0	0	2	1.00
Lack of Supportive Services	0	0	0	0	0	0	0	0	0	0
Testing Problems or Need for Testing	1	1	1	3.0	2	2	0	0	4	2.00
Unrealistic Objectives	1	2	4	1.0	2	1.5	0	0	7	1.29
Lack of Pupil Interest	0	0	3	2.33	1	1	0	0	4	2.43
Shortened Program Time	0	0	1	1.0	1	1	0	0	2	1.00
Other	1	2	2	2.5	1	4	0	0	4	2.75

TABLE 21
Methods and Devices
Used to Assess
Learner Needs

POINTS OF INTEREST

The method or device used most frequently to assess learner needs was standardized tests, representing 28 percent of total use.

The "Other" category was the second most frequently used method. This category which reported 18 percent of the total use consisted of various methods not listed in the other nine items.

The third most frequently used category was observation techniques, representing almost 14 percent of the total use.

Sociometric techniques was the least used category, representing less than 1 percent of the total use.

Methods and Devices Used to Assess Learner Needs	Number of Times Selected For Use
Standardized Achievement Tests	379
Ability Tests	75
Diagnostic Tests	153
Other Published Tests	72
Teacher or Locally Prepared Cognitive Tests	113
Observation Techniques	188
Sociometric Techniques	7
Questionnaires	41
Anecdotal Records	73
Other	248
TOTAL	1,349

SUMMARY DATA ON ACHIEVEMENT

Systems used a variety of tests to evaluate achievement in instructional activities.

In preschool activities, slightly higher than 57 percent of all participants evaluated met or exceeded the objectives set for them.

Reading results indicated that over 68 percent of all participants pre and posttested met or exceeded designated objectives.

On the mathematics objectives, over 62 percent of the participants mastered those objectives.

Of the five systems reporting achievement data for "other" instructional activities, over 58 percent of the participants met or exceeded the objectives set for them.

Subjective opinion was not consistent with the objective achievement information for preschool, reading and mathematics.

The preschool activities was the instructional activity with the highest perceived success and the highest expended cost per participant. This same activity was the lowest ranking activity with objective achievement information.

Reading activities was the instructional activity with the lowest perceived success, but it ranked second in expenditures and in actual achievement gain.

The mathematics activities was ranked second in perceived success, had the lowest expenditure of the three areas but showed the highest rank in objective achievement data.

There was not a clear cut relationship between success level and average funds per participant expended.

The two top ranking problem factors reported to hinder success were lack of communication and shortened program time. The least ranked problem area was inadequate guidelines.

Standardized achievement tests was the procedure used most frequently by local systems to evaluate participant needs. Observation techniques was the second most used method. Sociometric techniques were used the least amount.

Staffing · Parent Advisory Councils

STAFF/PARENT ADVISORY COUNCIL (PAC)

The amount of Title I personnel, their assignments and hours of inservice training were important factors in providing quality Title I programs. This information was reported in Tables 22 through 24.

Federal guidelines required systems to organize Parent Advisory Councils and hold a minimum of four meetings a year. Membership of the Parent Advisory Councils were to be comprised of a majority of Title I parents. As shown in Table 25, these guidelines were met.

Table 22	Number of Personnel involved in Title I Activities by Term and Activity
Table 23	Number of Title I Paid Staff by Activity Assignment
Table 24	Average Hours of Title I-Funded Inservice Training for all Personnel for Both Sessions
Table 25	Number of Parent Advisory Meetings, Number of Members of Parent Advisory Councils

TABLE 22
Number of Personnel Involved in Title I Activities by Term and Activity

POINTS OF INTEREST
The largest category of personnel involved in Title I activities were teachers, with teacher aides comprising the second largest category.

Almost 76.4 percent of the personnel participated in regular session since only a few schools have summer programs.

In contrast to FY 1975 where the single highest number of personnel were teacher aides in regular reading programs, in FY 1976 the single highest number of personnel were teachers involved in regular reading programs. These were followed by teacher aides in the same activity.

Category	Preschool			Reading			Mathematics			Other Instructional		
	Regular	Summer	Total*	Regular	Summer	Total*	Regular	Summer	Total*	Regular	Summer	Total*
Teaching Personnel	623	75	698	1,908	601	2,509	842	291	1,133	18	9	27
Teacher Aides	666	67	733	1,541	475	2,016	683	298	981	4	9	13
Other Personnel	32	6	38	310	71	381	82	16	98	43	0	43
TOTAL	1,321	148	1,469	3,759	1,147	4,906	1,607	605	2,212	65	18	83

Category	Food			Transportation			Other			Total		
	Regular	Summer	Total*	Regular	Summer	Total*	Regular	Summer	Total*	Regular	Summer	Total*
Teaching Personnel	67	38	105	66	57	123	4	0	4	3,528	1,071	4,599
Teacher Aides	68	38	106	67	45	112	0	1	1	3,029	933	3,962
Other Personnel	49	23	72	174	112	286	2	9	11	692	237	929
TOTAL	184	99	283	307	214	521	6	10	16	7,249	2,241	9,490

*NOTE: These are duplicated totals since some personnel participated in both regular and summer session activities and would be counted once for each participation.

TABLE 23
Number of Title I Paid Staff by Activity Assignment

POINTS OF INTEREST

Although teacher aides in regular session comprised the greatest number of Title I paid staff in public school, this figure was misleading. It was not broken down into categories as found in the teaching data. The combined total of teachers in preschool, grades 1-7 and grades 8-12 outnumbered the teacher aides (2,784 to 2,532). The greatest single number of teachers were the elementary teachers in regular session in public school.

Summer session non-professionals included bus drivers and school food service workers.

		TEACHING				Teacher Aide	Direction & Management	Testing	Clerical	Other Professional	Other Non-Professional	Total
		Pre-Kindergarten, Kindergarten	1-7	8-12	Handicapped							
PUBLIC	Regular	591	2,045	148	0	2,532	167	5	155	53	51	5,747
	Summer	187	660	18	0	677	35	0	20	24	135	1,756
	TOTAL	778	2,705	166	0	3,209	202	5	175	77	186	7,503
PRIVATE	Regular	0	18	3	0	5	0	0	1	0	0	27
	Summer	0	16	0	0	15	1	9	0	1	1	43
	TOTAL	0	34	3	0	20	1	9	1	1	1	70

TABLE 24
Average Hours of Title I-Funded
Inservice Training for All Personnel
for Both Sessions

POINTS OF INTEREST

Teacher aides averaged the highest number of training hours with 51. The "Other" category received the smallest number of training hours on an average with a total of 11.

The number of personnel receiving Title I funded training decreased from 5,923 in FY 1975 to 5,650 in FY 1976. The largest amount of decrease occurred in teaching personnel with a decrease of 448 participants. This decrease in teaching personnel was attributed to teachers moving to second place in number of training hours.

Category	Number	Average Number of Training Hours
Teaching Personnel	2,774	36
Teacher Aides	2,448	51
Other Personnel	428	11
TOTAL	5,650	104

TABLE 25
Number of Parent Advisory Meetings, Number of Members of Parent Advisory Councils

POINTS OF INTEREST
Almost 75 percent of the membership of the Parent Advisory Councils was comprised of parents of Title I participants.

Systems were required to hold four Parent Advisory Council meetings per year. The average number of meetings held by the systems was five.

Number of Systems With Parent Advisory Council	Number of Parents of Title I Participants on Council	Percent of Total	Number of Others	Percent of Total	Total Membership	Total Number of Parent Advisory Council Meetings	Average Number of Parent Advisory Council Meetings Per System
188	4,082	74.19	1,420	25.81	5,502	1,016	5

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SUMMARY DATA ON STAFF/PARENT ADVISORY COUNCILS

Teachers comprised the largest category of personnel involved in Title I activities.

More personnel were involved in reading activities than any other area.

In teaching assignment areas, elementary teachers continued to be the largest single number of Title I paid staff.

Teacher aides averaged more hours of inservice training than did teachers in FY 1976.

Summary and Recommendations

SUMMARY

Pupil Participation

Title I in Georgia maintained its basic skills program emphasis. Three instructional activities and two supportive services continued to account for the major participation in Title I. These were preschool, reading, mathematics, food service and transportation. Of the total "participation units"[1] for instructional activities, 99.8 percent were involved in preschool, reading and mathematics activities. Only .2 percent were involved in the "other" category of activities.

Food and transportation accounted for over 91 percent of the total participation in service. The remaining percentage of almost 9 was reported in other services.

Expenditures

Reading activities accounted for 55.9 percent for expenditures in activities. Mathematics, 22.2 percent, and preschool, 19.9 percent, made up the total of 98.1 percent. The remaining activities reported in the "other" category received less than 2 percent of the expenditures for activities.

Preschool activities, with an average of $673 per participant, accounted for the highest per participant expenditures.

[1] Participation unit: A distinction should be made between the number of individual students who participated in any Title I activity and the total number of participants in all activities. The total number of participants from all separate activities is a duplicated total; i.e., it contains individuals who have been counted each time they were involved in a separate activity. This duplicated total is best viewed as a "participation unit" count.

Achievement

In assessing achievement data in Georgia, two areas produced concerns. These were the need for training of local system personnel in proper testing procedures and the need for reporting statewide gains which was hindered by test selection procedures.

In preschool activities, over 57 percent of the participants met or exceeded the objective. Preschool activities indicated the highest perceived success and expended the highest cost per participant, yet it was the lowest ranking activity in objective achievement data.

In reading activities, over 62 percent of the participants met or exceeded the objective. Although it ranked second in expenditures per participant, reading was perceived as being the least successful and was lowest in actual gain.

In the area of mathematics, more than 68% or better of the participants met or exceeded the objective. Although mathematics ranked second in perceived success and had the lowest expenditure per participant, it showed the highest actual gain.

The two top ranking problem factors were lack of communication and shortened program time.

Staff/Parent Advisory Council (PAC)

In an effort to produce quality Title I programs, in-service training for Title I personnel and parental involvement were important factors. Teacher aides averaged receiving over 50 hours of in-service training. Teaching personnel received 36 hours of instruction.

Parent Advisory Councils averaged holding five meetings a year. Seventy-five percent of the membership were parents of Title I participants.

RECOMMENDATIONS

Since the Georgia Department of Education has maintained a policy of allowing local systems a maximum of flexibility and freedom in evaluation methods and procedures, standardized reporting has been difficult to achieve. Local system personnel have improved their expertise in evaluation through encouragement and technical assistance from the Georgia Department of Education. At the same time, the local systems have selected evaluation procedures appropriate for their individual needs. While progress has been made in improving evaluation in Title I, the following recommendations are suggested for continuing improvement.

1. Title I program in Georgia should be continued. Since 85.7 percent of the activities/services were considered either "successful" or "very successful," children in Georgia are benefiting from the Title I program. Another example of the children's progress was displayed in achievement results. Of the students pre and posttested, 65.6 percent of the students met or exceeded the objectives.

2. The concentration on the improvement of basic skills for students should be continued. In FY 1976, 99.8 percent of the participants were involved in basic skill development in preschool, reading and mathematics activities. As indicated in the recommendation above, 65.6 percent of the participants pre and posttested met or exceeded the objective in the areas of preschool, reading and mathematics. While striving to have successful programs and more students achieving the objectives, two important points should be addressed.

   A. The way in which the program is conducted. The program must meet the needs of the participants to be effective. The program should be designed around their needs instead of making the students fit a predetermined program.

B. The degree of achievement stated in the objective. Realistic goals should be defined. Expectations that are too high are as detrimental to student progress as expectations that are too low.

3. LEAs should strive for more formal, more formative evaluation efforts. As stated in other sections of this report, standardized evaluation procedures are extremely important in reporting accurate results. This is true not only in reporting to the Georgia Department of Education, but also in reporting to parents, teachers, students and boards of educations at the local level.

Evaluation should be a major part of the total program plan. If it is included in the planning stage, then the instruments used will probably provide a more appropriate evaluation of the program. On-going evaluation throughout the program will produce a more effective program since modifications can be made as needed. The program should include flexibility that will allow these modifications, but at the same time it should maintain a structure that will allow for stability and valid results.

Using previous evaluation results helps in setting realistic objectives and planning the program to fit the students' needs. This information provides objective data as a basis for decision-making instead of opinion.

4. There should be an increase in the amount of technical assistance in the area of evaluation provided LEAs. As stated previously in this report, one of the concerns in reporting is the lack of expertise in evaluation methods and procedures in the local systems. Although improvement is being made, additional technical assistance will enhance growth in this area. The turnover rate in Title I staff in local systems is high which requires constant orientation to train new personnel in approved testing and evaluation methods. As more experienced personnel improve their skills, they continue to need technical assistance to adapt to new guidelines and reporting procedures.

5. Compensatory aid to education should be continued on the basis of three-year-funding segments, rather than the present one-year segment. In order to evaluate the lasting effect of Title I programs on the participants' progress, three-year evaluation periods would be more meaningful.

APPENDIX

COUNTY SYSTEMS

System Code	System Name	System Code	System Name	System Code	System Name
601	Appling	638	Coweta	675	Henry
602	Atkinson	639	Crawford	676	Houston
603	Bacon	640	Crisp	677	Irwin
604	Baker	641	Dade	678	Jackson
605	Baldwin	642	Dawson	679	Jasper
606	Banks	643	Decatur	680	Jeff Davis
607	Barrow	644	DeKalb	681	Jefferson
608	Bartow	645	Dodge	682	Jenkins
609	Ben Hill	646	Dooly	683	Johnson
610	Berrien	647	Dougherty	684	Jones
611	Bibb	648	Douglas	685	Lamar
612	Bleckley	649	Early	686	Lanier
613	Brantley	650	Echols	687	Laurens
614	Brooks	651	Effingham	688	Lee
615	Bryan	652	Elbert	689	Liberty
616	Bulloch	653	Emanuel	690	Lincoln
617	Burke	654	Evans	691	Long
618	Butts	655	Fannin	692	Lowndes
619	Calhoun	656	Fayette	693	Lumpkin
620	Camden	657	Floyd	694	Macon
621	Candler	658	Forsyth	695	Madison
622	Carroll	659	Franklin	696	Marion
623	Catoosa	660	Fulton	697	McDuffie
624	Charlton	661	Gilmer	698	McIntosh
625	Chatham	662	Glascock	699	Meriwether
626	Chattahoochee	663	Glynn	700	Miller
627	Chattooga	664	Gordon	701	Mitchell
628	Cherokee	665	Grady	702	Monroe
629	Clarke	666	Greene	703	Montgomery
630	Clay	667	Gwinnett	704	Morgan
631	Clayton	668	Habersham	705	Murray
632	Clinch	669	Hall	706	Muscogee
633	Cobb	670	Hancock	707	Newton
634	Coffee	671	Haralson	708	Oconee
635	Colquitt	672	Harris	709	Oglethorpe
636	Columbia	673	Hart	710	Paulding
637	Cook	674	Heard	711	Peach

COUNTY SYSTEMS (Con't)

System Code	System Name
712	Pickens
713	Pierce
714	Pike
715	Polk
716	Pulaski
717	Putnam
718	Quitman
719	Rabun
720	Randolph
721	Richmond
722	Rockdale
723	Schley
724	Screven
725	Seminole
726	Spalding
727	Stephens
728	Stewart
729	Sumter
730	Talbot
731	Taliaferro
732	Tattnall
733	Taylor
734	Telfair
735	Terrell
736	Thomas
737	Tift
738	Toombs
739	Towns
740	Treutlen
741	Troup
742	Turner
743	Twiggs
744	Union
745	Upson
746	Walker
747	Walton
748	Ware
749	Warren
750	Washington
751	Wayne
752	Webster
753	Wheeler
754	White
755	Whitfield
756	Wilcox
757	Wilkes
758	Wilkinson
759	Worth

CITY SYSTEMS

System Code	System Name
760	Americus
761	Atlanta
763	Bremen
764	Buford
765	Calhoun
766	Carrollton
767	Cartersville
769	Chickamauga
770	Cochran
771	Commerce
772	Dalton
773	Decatur
774	Dublin
775	Fitzgerald
776	Gainesville
778	Hogansville
779	Jefferson
780	LaGrange
781	Marietta
784	Pelham
785	Rome
786	Social Circle
788	Thomaston
789	Thomasville
791	Trion
792	Valdosta
793	Vidalia
794	Waycross
795	West Point

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